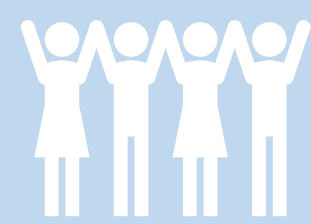




72

Students



5

EDI Developmental Domains



17

Creative products developed



Winter semester 2024

The **Early Development Instrument (EDI)** is a tool used in Durham Region to stay informed about children's development and helps determine their readiness for school. It is a questionnaire completed by teachers for all senior kindergarten children.

The EDI has been completed six times in Durham Region:



How might we address the gap between data and on-the-ground interventions to improve developmental outcomes for children?



Ontario Tech University's students in the 'Holistic Learning in Early Childhood Education' course developed **evidence-based products** for our early learning and child care community. Some examples included:

*Communication Skills and General Knowledge
Community Resources and Activities*

Social Competence Activity Cards

Activity Card (Follow instructions): What is your favourite game to play? Play a game that has rules the child can mostly follow. Give them extra points if they follow all of the rules and complete the game! (10 points)

Activity Card (Problem-solving): Nature Walk! Take your child on a nature walk encourage them to observe and ask questions about their surroundings. If you see something out of place, ask them why or how to fix it. (10 points)

Activity Card (Following routines): Make it a game! Put on a timer and ask them how fast they think they can get the task done. Pick a time and give them extra points for getting it done before the timer is up! (10 points)

Activity Card (Following routines): Role-Play time! Act out a routine of choice. For example, pull out your calendar and teach your parents the song for the days of the week. Make sure to put it away when you're done! (20 points for completing two routines)

SMART GOALS (Setting realistic and achievable objectives)

CHARADES GAME (Get out your cards! There's fun here! Everyone gets a card! Each card has a picture and a word. Read the word to the other players. They have to guess the word. You can be the judge!)

SELF-CONFIDENCE

CHARAFFS CAN DANCE (BOOK TITLE: Charaffs Can Dance, AUTHOR: Olex Andros, ILLUSTRATOR: Olex Andros)

This is Not A... (This is Not a [shape], This is Not a [shape], This is Not a [shape])

Emotional Maturity Kit and the At Home Grounding Center

My choices/ My strategies

Breathing exercises	Take a break	Talk to a friend	Talk to an adult	Go for a walk
Say how you feel	Sing a song	Walk away	Dance	Count to 10
Think of a happy place	Drink some water	Think happy thoughts	Talk about a happy time	Ask for a hug
Have a snack	Draw a picture	Write something	Read a book	Do yoga

Exercises for Emotional Regulation

Deep Breathing: Find a comfortable seating position, close your eyes, and take deep, slow breaths. Concentrate on the sensation of air entering and exiting your lungs.

Vagus Nerve Breathing: Find a comfortable seating position, close your eyes, and take a deep, slow inhalation to the count of four, then exhale for 8 seconds while sighing.

Barefoot Walking: Stroll around your apartment barefoot, paying attention to the sensation of the floor beneath your feet.

5-4-3-2-1 Technique: Identify five objects you can see, four surfaces you can touch, three sounds you can hear, two scents you can smell, and one item you can taste.

Visualization: With your eyes shut, mentally paint a soothing scene, such as a beach or forest. Concentrate on the details within your imagination.

Body Tensing: Gradually tense and relax each muscle group in your body, starting from your feet and working your way up to your head.

The EDI measures children's ability to meet age-appropriate developmental expectations across the following five development domains:

- Physical Health and Well-Being**
- Social Competence**
- Emotional Maturity**
- Language and Cognitive Development**
- Communication Skills and General Knowledge**



★★★★★
4.3 out of 5
Average rating of their CityStudio experience

56
students completed the survey



91%
Agreed or strongly agreed that the experience will help them in future academic/work endeavours.

89%
Agreed or strongly agreed that the experience taught them new skills.

"I enjoyed having the challenge of professionally launching a "real life problem" and thinking of a way to support families while taking into consideration considerable factors like for example, finances."

88%
Agreed or strongly agreed that they enjoyed working collaboratively with others

93%
Agreed or strongly agreed that the learning experience was valuable.

91%
Agreed or strongly agreed that they enjoyed working with real-world data.

"The project felt more meaningful because we were using real-world data relevant to us and the schools we work in. I liked that we were creating something for a purpose more than just a mark, as there is a chance it could be used. I had no knowledge of the EDI prior to this project, and I think it was a great way to learn and connect it back to my experiences working with children."

98%
Believed their final project/product will help children and their parents/families in Durham Region.

"I liked the fact that we given the opportunity to create a prototype for a real life issue. That we got to be creative and able to choose something that we were passionate about..."